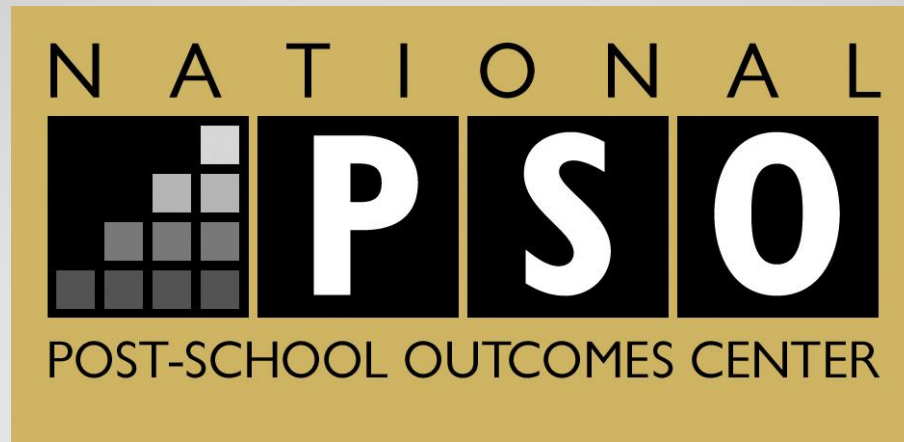


Essentials for Participation in the School Year 2011–2012 Post School Outcomes (PSO) Survey

Requirements, Data Collection, and Results

**The following information was developed
or adapted from materials provided by
the National Post-School Outcomes
Technical Assistance Center at the
University of Oregon.**



Session Outcomes

- Understand Indicator 14 requirements, measurement, and definitions.
- Review the ADE/ESS revised PSO Survey Protocol and web-based data application.
- Identify available PSO resources.

Helpful Documents* to Accompany this Session

- *At a Glance: Arizona's Post School Outcomes Information (AZ One-Page Summary PSO Survey)*
- *Arizona Post School Outcomes (PSO) Survey/ Indicator 14 Glossary of Terms*
- *Arizona's Post School Outcomes (PSO) Survey Protocol*

*Coming soon to: <http://www.azed.gov/special-education/special-projects/secondary-transition>



IDEA Purpose

To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and *prepare them for further education, employment, and independent living.*

Critical Relationships

Quality IEPs
(Indicator 13)

Staying in School, Not Dropping Out
(Indicator 2)

Positive Post-School Outcomes
(Indicator 14)

Graduating
(Indicator 1)



Indicator 14

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. enrolled in higher education;
- B. enrolled in higher education or competitively employed; or
- C. enrolled in higher education or in some other postsecondary education or training or competitively employed or in some other employment

within one year of leaving high school.

Essential PSO Terms

What is the definition of *"enrolled in higher education"*?

Youth who have been enrolled on a full- or part-time basis in a community college (2-year program) or college/university (4- or more year program) for at least one complete term, at any time in the year since leaving high school.



“Higher Education” Questions

Q: How do we count a former student who is or has been enrolled in a 2- or 4-year community college, college, or university in any of the following:

Remedial classes

Noncredit classes

Classes such as public speaking, art, basic skills?

A: All of these would be counted as higher education because enrollment is in a 2- or 4-year college.

What is the definition of “*competitive employment*” for the purposes of this collection?

“Competitive employment” means:

- Work for pay;
- At or above the minimum wage;
- In a setting with others who are nondisabled;
- For a period of 20 hours a week; and
- For at least 90 days at any time in the year since leaving high school.

“Competitive Employment” Question

Q: Can a PEA choose to NOT include “military” as competitive employment?

NO

A. Military is defined as competitive employment.

What is the definition of “enrolled in post secondary education or training”?

Youth who have been enrolled on a full- or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program

(e.g., Job Corps, adult education, workforce development program, vocational technical school that is less than a 2-year program)



“Post Secondary Education or Training” Questions

Q: Is the list given in the definition, “(e.g., Job Corps, adult education, workforce development, vocational technical school that is less than a 2-year program),” an exhaustive list?

A: No, it is not exhaustive. Other programs, such as rehabilitative services, may also be included.

What is the definition of “*some other employment*” for the purposes of this collection?

“*Some other employment*” means:

- Work for pay or self-employed (**NOT** minimum wage);
- For at least 90 days at any time in the year since leaving high school (**NO** 20 hour/week minimum); and
- Includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

“Some Other Employment” Questions

Q: Does “*some other employment*” include sheltered and supported employment?

A:

Yes

Q: Are the number of hours per week and earnings considered?

A: No, hours and wages are not considered.

However, the “*other employment*” needs to be “for a period of at least 90 days at any time in the year since leaving high school.”

Q: If a youth meets all the criteria of competitive employment except the youth is working **16 hours per week**, is that “*other employment*”?

A: **Yes**, this is “*some other employment*,” because the youth does not meet the 20 hours/week definition of “*competitive employment*.”

“Competitive” and “Some Other Employment” Questions

Q: In the definitions for both employment categories, what does “at least 90 days at any time since leaving high school” mean?

A: “90 days” means:

Either 90 ***cumulative*** days or 3 months of continuous work at an average of 20 hours per week at any time in the year since leaving high school.

- The days need not be consecutive
- May include more than one job

Q: What does “20 hours a week” mean?

A: “20 hours a week” includes:

- At least 20 hours a week for 90 cumulative days;
- 20 hours or more a week for 90 cumulative days; or
- An average of 20 hours a week for 90 cumulative days.

Q: How do you count “supported employment”?

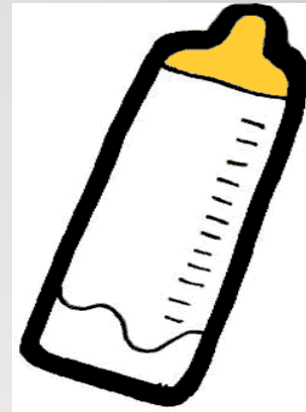
A: If it meets the criteria for “competitive employment” (i.e., 90 days, averaging 20 hours/week, and is at or above minimum wage), then it counts as *“competitive employment.”*

If the criteria for competitive employment is not met, then it counts as *“some other employment.”*

Other Q & A:

Q: How should “stay at home parents” be counted?

A: Stay at home parents would be counted as “not engaged” for the SPP/APR.



Indicator 14 Measurement

Required Reporting to OSEP

- Percentages for each of the 3 outcome categories (A,B,C)
 - A. Enrolled in higher education
 - B. A + Competitively employed
 - C. A + B + Some other education/training or employment
- Actual number of responses for each of the 3 outcome categories
- Each respondent is only counted once and in the “highest” outcome category.

Critical Factors for Meaningful Data and Federal Reporting

- Response Rate
 - Compares leavers who completed the survey to the total number of leavers.
- Representativeness
 - Identifies extent to which leavers who completed the survey are similar to the total number of leavers in terms of disability, gender, race/ethnicity, and method of exit.

What are the Indicator measure *denominators?*

For the three measures
(A, B, and C),
the denominator equals the

number of respondent leavers.

What are the Indicator measure *numerators?*

First calculate the following:

1 = # of respondent leavers enrolled in *“higher education”*

2 = # of respondent leavers in *“competitive employment”*

3 = # of respondent leavers enrolled in *“some other post
secondary education or training”*

4 = # of respondent leavers in *“some other employment”*

Calculations

To calculate the indicator percentages, use the following:

A = 1 divided by total respondents

B = 1 + 2 divided by total respondents

C = 1 + 2 + 3 + 4 divided by total respondents

Another Way to View I-14 Data

1 = # Higher Education	2 = #Competitively Employed	3 = #Post Secondary Education or Training	4 = # Other Employed	# Other/Not Engaged (States are not required to report this #)
A = 1/ total respondents				
B = 1+2/ total respondents				
C = 1+2+3+4/ total respondents				
Total Respondents				

Remember! Each leaver is only counted once and in the “highest” category.

Completing Arizona's PSO Survey

When do PEAs begin the PSO Survey data collection process?

Data collection starts when students
have been out of school

at least one year

and describes engagement in specific
activities ***within one year of leaving
high school.***

Which students are included in the data collection?

Students with IEPs who leave high school:

- With diplomas;
- by aging out; or
- by leaving early/dropping out.

***Note: Exit reasons are extracted from SALS using student data uploaded by PEAs.**

Challenge: finding early leavers!

What student demographic information is needed for the PSO Survey?

- Category of Disability
- Gender
- Race/Ethnicity
- Exit Reason

This demographic/exit data is extracted periodically and finalized in June/July 2012, from the data PEAs have uploaded to SALS. It will come from the same data “snapshot” used to generate the federally reported Graduation Rate (Indicator 1).

When is PSO data collected by Arizona?

- July 1 through September 30



Which PEAs are required to participate in the PSO Survey?

- Per OSEP, **each PEA** serving students aged 16 or older must participate before the end of the six-year SPP/APR cycle.
- Failure to participate may negatively impact your school's PEA determination.

The Arizona PSO Survey Protocol

- Consists of eight questions (see Arizona's PSO Survey Protocol on ADE/ESS Secondary Transition website) addressing student engagement since leaving high school in:
 - *Higher Education*
 - *Competitive Employment*
 - *Other Post Secondary Education or Training*
 - *Other Employment*

How is PSO data collected and reported by PEAs?

- One year prior to conducting the survey, identified PEAs collect accurate contact information on exiting students.
- One year post-student exit, PEAs conduct phone interviews using newly revised PSO Survey protocol and questions.
- Responses are recorded in the PSO Survey application through the ADE Common Logon.



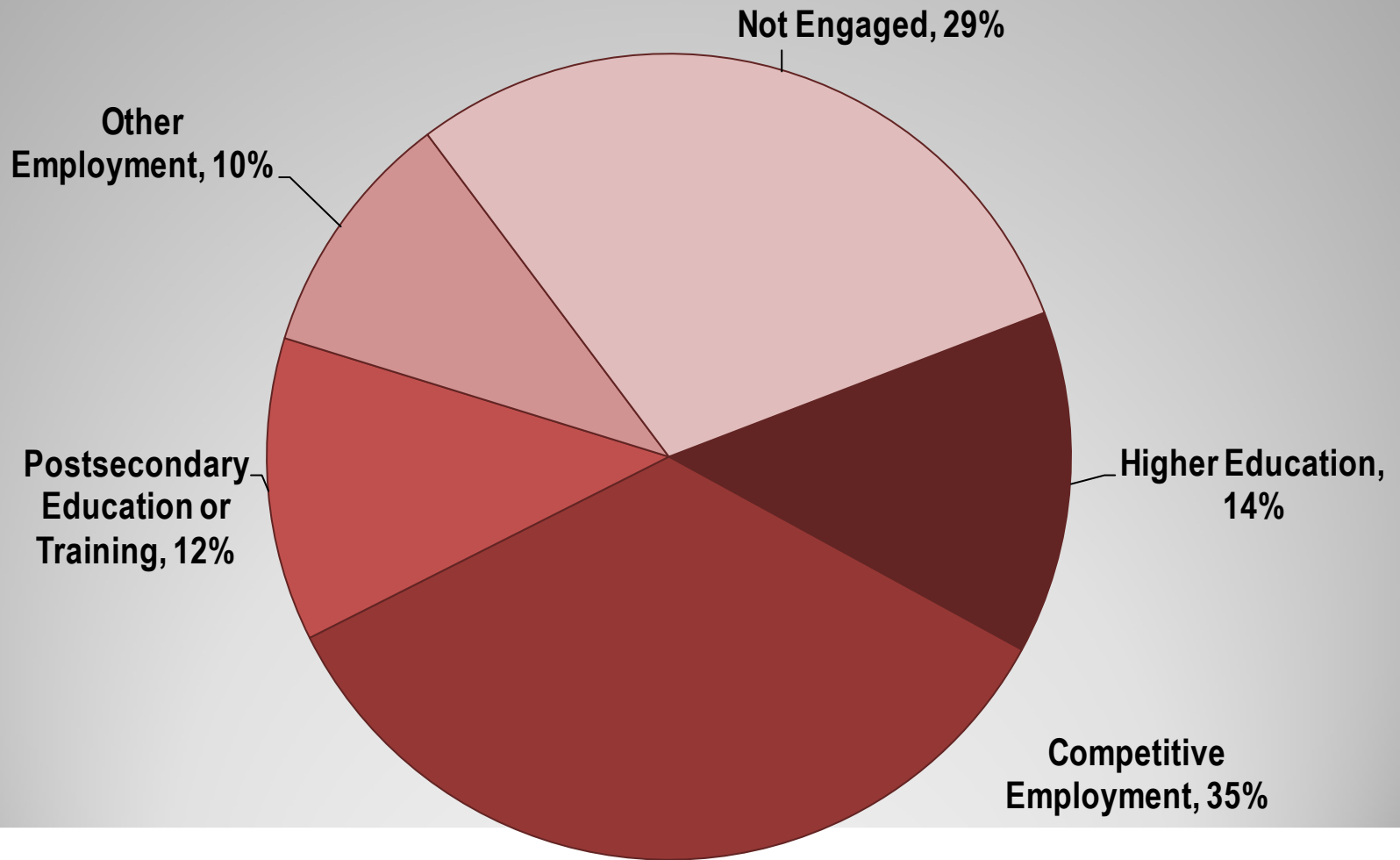
Using PSO Data in Arizona and in PEAs

Arizona Uses PSO Data to:

- Report at the national, state, and local levels through the SPP/APR;
- Set rigorous measurable targets to be included in the SPP/APR;
- Guide and improve transition services delivered to transition age youth with disabilities; and
- Engage stakeholders.

Arizona's Engagement Rates

1,350 youth responded to the SY 2009–2010 survey statewide:



Indicator 14

Arizona's Measurable and Rigorous Targets

Reporting in School Year (SY):	Exiters from SY:	A*	B*	C*
2009-2010 Baseline Data	2008-2009	13.80 %	48.40 %	70.6%
2010-2011	2009-2010	14.05%	48.65%	71.1%
2011-2012	2010-2011	14.30%	48.90 %	71.6%
2012-2013	2011-2012	14.55%	49.15%	72.1%

A* = Enrolled in higher education

B* = A + Competitively employed

C* = A + B + Some other education/training or employment

Arizona's PSO Survey Application

General Tips

- Multiple personnel can enter PSO data into the PSO Survey application. The PSO Survey Application must be added to the staff person's ADE Common Logon access.
- To request additional users to be added to the ADE Common Logon (for the PSO Survey only), contact La'Thea Nevills via e-mail at lathea.nevills@azed.gov or by phone at (602) 542-3057.

Demonstration of the PSO Survey Application

- **See screenshot handouts**

Resources to Assist PEAs in Using PSO Data

- National Post-School Outcomes (NPSO) tools at www.psocenter.org
 - Response Calculator
 - District Data Use Toolkit
 - FAQs
- Technical assistance provided by ADE/ESS Transition Specialists
- ADE/ESS PSO state and local reports, available by February 2012

Additional Assistance

- Consult the ADE/ESS transition website:
www.azed.gov/special-education/special-projects/secondary-transition
- For questions regarding the survey application, contact Lorrie Sheehy via e-mail at Lorrie.Sheehy@azed.gov or by phone at (520) 628-6351..
- For other questions, contact the ESS Desk at (602) 542-4013 and leave a message for an ADE/ESS Transition Specialist.

Contact Information

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